



Schofield Middle

224 Kershaw Street NE
Aiken, South Carolina

Grades	6-8 Middle School	
Enrollment	650 Students	
Principal	Carl White	803-641-2770
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

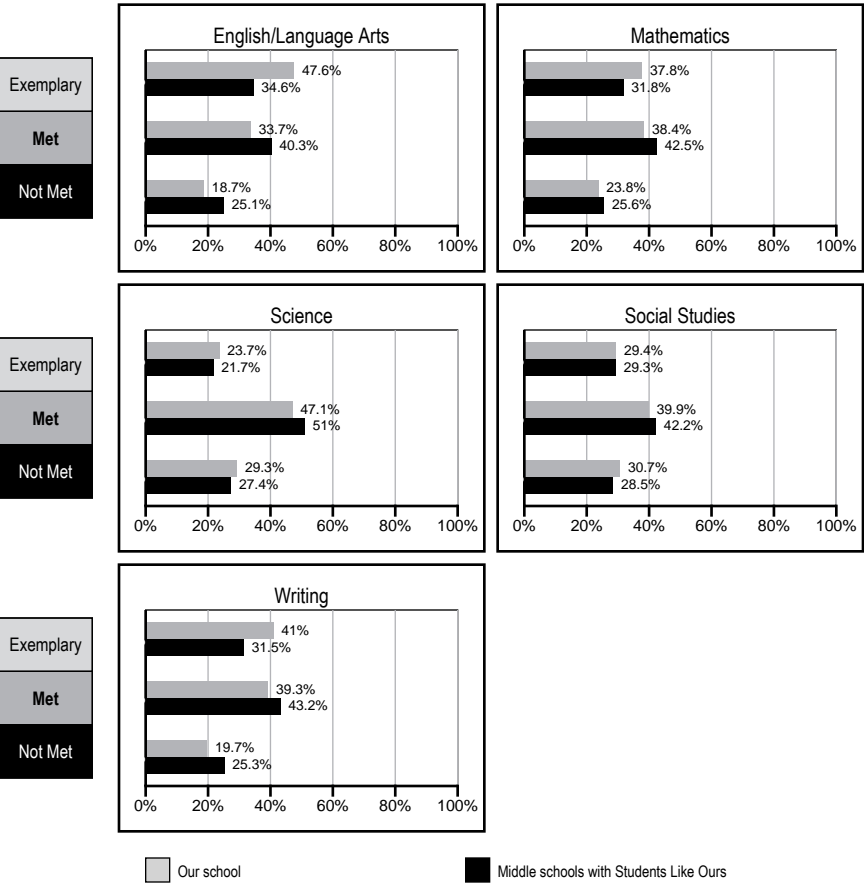
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	11	36	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	97.5%
English 1	100.0%	96.9%
Physical Science	N/A	91.9%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	97.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=650)				
Students enrolled in high school credit courses (grades 7 & 8)	51.9%	Up from 34.5%	23.5%	21.6%
Retention rate	3.6%	Up from 1.9%	1.1%	1.2%
Attendance rate	95.3%	Down from 95.7%	95.9%	95.9%
Eligible for gifted and talented	23.1%	Down from 25.3%	17.6%	14.8%
With disabilities other than speech	8.9%	Down from 11.0%	11.5%	12.6%
Older than usual for grade	1.7%	Down from 3.1%	2.1%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Up from 1.4%	0.8%	0.6%
Annual dropout rate	0.0%	Down from 0.4%	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	37.5%	Up from 35.7%	57.1%	56.9%
Continuing contract teachers	70.0%	Up from 66.7%	75.9%	72.7%
Teachers with emergency or provisional certificates	12.5%	Up from 7.9%	4.5%	5.3%
Teachers returning from previous year	92.9%	Up from 89.2%	85.5%	82.9%
Teacher attendance rate	94.6%	Down from 95.5%	95.1%	95.2%
Average teacher salary*	\$46,696	Up 3.6%	\$47,028	\$46,599
Professional development days/teacher	14.7 days	Up from 12.5 days	10.6 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio in core subjects	26.4 to 1	Up from 23.1 to 1	21.9 to 1	20.1 to 1
Prime instructional time	88.9%	Down from 90.2%	89.6%	89.9%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	82.7%	Down from 83.3%	98.7%	97.8%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$6,845	Up 15.3%	\$6,934	\$7,645
Percent of expenditures for instruction**	65.6%	Down from 66.8%	63.7%	63.4%
Percent of expenditures for teacher salaries**	52.8%	Down from 61.5%	57.9%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Schofield Middle had many outstanding achievements during the 2008-2009 school year. These accomplishments included 30 SC Junior Scholars, 5 Duke TIP Scholars, a 3rd place finish at the state National History Day and 17 winners in the Morris Museum's Combining Voices Literary Competition – more than any other middle school in the CSRA. Our girls' basketball team won their 26th game in a row and second consecutive county championship. Our service learning group participated in 11 local, state, and national projects including a donation of 4,000 toys to the Marine Corps Toys for Tots Drive. The Junior Beta Club participated in numerous service projects to answer needs near and far including a book drive to send books to the village of Omaruru in Namibia Africa. The Schofield bands were very successful and received superior ratings at the USCA Concert Festival and first place at the Myrtle Beach Fiesta-Val Invitational. The Schofield Strings groups performed at school and community events that included one with The Juilliard School. Michelle Ashley, seventh grade science teacher, was selected as the CSRA Environmental Teacher of the Year which is sponsored by the CSRA Environmental Science Education Cooperative. Each morning students recited the character counts pledge. Words and colors of character were posted throughout the school, and students showed their support and spirit by wearing designated colors on Thursdays. Hundreds of students were recognized for demonstrating specific character traits. During the summer '09, Schofield Middle will be named a GREEN Steps School for our recycling program efforts. A Carolina Fence Garden was created and sponsored by the Lego Robotics team with financial assistance from our Student Council. Several community members assisted with its implementation. A blue bird trail was donated and developed by Aiken's Birds and Butterflies and Aiken Outdoors. To improve the success of all students, additional emphasis was placed on reading across the curriculum. Teachers successfully utilized reading strategies within each of their subject areas. For the first time, we implemented single gender classes in sixth grade. Parent and student surveys supported an increase in student self-confidence and the willingness to try new activities. MAP score reports were sent home in the fall and spring. Lexiled reading levels were correlated to Accelerated Reader books in the library. The school web site added a link for parents and students to find books on the child's lexile level as reported on the MAP score report. This year we implemented a mini-course program that utilized over 40 community instructors. These volunteers presented 79 classes to over 640 students and involved in excess of 144,000 hours of student instruction and participation in the inaugural Schofield Mini-Course event. Presenters included members of the community, business owners, the Mayor of Aiken, a school board member, Schofield staff, parents, and students. The Schofield community helped foster success in the school. The PTO sponsored several fundraisers including the Ram Walk which raised \$5000.00 for technology. Our Title I/School Improvement Council made many recommendations including adding security cameras and changing the carpool procedures for band students.

Schofield Middle has a proud past and a promising future!

Carl White, Principal
Vicki Thomas, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	182	130
Percent satisfied with learning environment	100.0%	76.4%	89.7%
Percent satisfied with social and physical environment	100.0%	75.6%	82.2%
Percent satisfied with school-home relations	87.9%	83.7%	82.5%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

N

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.3%	0.0%	No
Student attendance rate	95.3%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	632	99.5	20.7	36.2	43.2	85.3	85.7	82.8	Yes	Yes
Gender										
Male	332	99.1	20.7	39.5	39.8	84.7	83.2	79.3	N/A	N/A
Female	300	100	20.6	32.5	46.9	86	88.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	294	100	6.6	26.1	67.2	95.5	90.8	89.5	Yes	Yes
African American	309	99.4	35.2	46.6	18.3	74.8	78.1	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.3	92.3	I/S	I/S
Hispanic	21	100	12.5	18.8	68.8	87.5	77.9	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.2	82.5	I/S	I/S
Disability Status										
Disabled	57	96.5	61.2	32.7	6.1	44.9	51.2	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	18.2	27.3	54.5	81.8	76.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	322	99.1	33.9	44.1	22	75.3	79.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	632	99.5	26.3	41.7	32	83.5	81.6	78.9	Yes	Yes
Gender										
Male	332	99.1	25.5	40.8	33.8	82.5	80.6	77	N/A	N/A
Female	300	100	27.3	42.7	30.1	84.6	82.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	294	100	11.8	35.5	52.6	93.7	87.6	87.2	Yes	Yes
African American	309	99.4	42.1	45.9	12.1	72.1	71.7	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.8	93	I/S	I/S
Hispanic	21	100	12.5	62.5	25	100	78.7	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75	79.5	I/S	I/S
Disability Status										
Disabled	57	96.5	79.6	14.3	6.1	40.8	45.4	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	18.2	63.6	18.2	100	78.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	322	99.1	41.4	44.1	14.6	72.5	74.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	413	100	29.3	47.1	23.7	70.7	68.5	67.5
Gender								
Male	217	100	27.8	42.9	29.3	72.2	69.4	67
Female	196	100	30.9	51.6	17.6	69.1	67.6	68
Racial/Ethnic Group								
White	186	100	12.1	44.5	43.4	87.9	78.5	79.5
African American	208	100	47.2	47.2	5.6	52.8	52.3	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.5	84.3
Hispanic	15	100	8.3	66.7	25	91.7	61.3	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.2	71.2
Disability Status								
Disabled	38	100	75.8	18.2	6.1	24.2	34.9	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	61.3	59.6
Socio-Economic Status								
Subsided meals	211	100	46.7	47.7	5.6	53.3	56.9	55.1

Social Studies

All Students	413	99.8	30.5	40	29.5	69.5	69	72.3
Gender								
Male	213	100	30.2	41.6	28.2	69.8	69.3	71.5
Female	200	99.5	30.9	38.3	30.9	69.1	68.8	73.2
Racial/Ethnic Group								
White	192	100	15.1	34.1	50.8	84.9	76.5	80.7
African American	204	99.5	46.4	44.8	8.9	53.6	56.7	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.5	88.5
Hispanic	13	100	I/S	I/S	I/S	I/S	62.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	72.2
Disability Status								
Disabled	38	100	67.6	29.4	2.9	32.4	40.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	63.8	67.9
Socio-Economic Status								
Subsided meals	216	99.5	43.7	43.7	12.7	56.3	59	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	648	99.4	19.6	39.3	41.1	80.4	71.8	70.2	95.3	95.9
Gender										
Male	345	99.1	22.8	41.2	36	77.2	65.9	63.2	95	95.7
Female	303	99.7	16	37.2	46.9	84	78.1	77.5	95.6	96
Racial/Ethnic Group										
White	294	99.7	5.9	29.2	64.9	94.1	78.3	79.1	96.4	95.8
African American	326	99.1	33.8	48.3	17.9	66.2	61.4	57.6	94.1	95.9
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	84	86.2	97.4	97.7
Hispanic	21	100	6.3	50	43.8	93.8	65.9	62.6	96.2	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	60.9	68.7	95	96
Disability Status										
Disabled	55	92.7	67.3	22.4	10.2	32.7	23	26.1	93.4	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	95
English Proficiency										
Limited English Proficient	14	100	9.1	54.5	36.4	90.9	64.9	61.2	95.5	96.4
Socio-Economic Status										
Subsidized meals	338	99.1	33.3	47.6	19.1	66.7	61.4	58.9	93.7	95.2

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	227	99.6	16.2	41.7	42.1	83.8
	7	196	100	23.4	33.2	43.5	76.6
	8	209	99	23	33	44	77
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	227	99.6	19.9	47.2	32.9	80.1
	7	196	100	33.2	37.5	29.3	66.8
	8	209	99	27	39.5	33.5	73
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	113	100	27.8	50	22.2	72.2
	7	196	100	31.5	47.3	21.2	68.5
	8	104	100	26.7	43.6	29.7	73.3
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	114	100	13.9	54.6	31.5	86.1
	7	196	99.5	43.7	29.5	26.8	56.3
	8	103	100	24.2	43.4	32.3	75.8
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	234	99.6	17	43	39.9	83
	7	200	99.5	20.3	41.7	38	79.7
	8	214	99.1	21.7	33	45.3	78.3

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample